



ST TERESA'S CATHOLIC PRIMARY SCHOOL

YEAR THREE AUTUMN TERM CURRICULUM PLAN



Illuminated by the light of Christ and grounded in love, we grow together, on our journey of discovery and learning.

RE	ENGLISH	MATHS	SCIENCE
<ul style="list-style-type: none"> • Homes - God's vision for every family • Promises - The meaning of the promises made at Baptism • Visitors - Advent: waiting for the coming of Jesus • Hinduism – Special places, The Mandir, How Hindu people worship 	<p>Reading</p> <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry, plays and non-fiction • Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. • Explain the meaning of unfamiliar words by using the context. • Use dictionaries to check meanings of words they have read. • Discuss their understanding of the text. • Raise questions during the reading process to deepen understanding • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. • Make predictions based on details stated. • Justify responses to the text using the PE prompt (Point + Evidence). • Discuss the purpose of paragraphs. • Identify a key idea in a paragraph. <p>Writing</p> <ul style="list-style-type: none"> • To make predictions about texts including 'The Stone Age boy' and 'The Iron Man'. • To use expanded noun phrases in descriptive writing • To use a range of conjunctions within their writing • To write narrative texts that flow • To edit and publish written work • To write a detailed set of instructions • To use technical vocabulary within non-chronological reports. • To be able to structure writing to suit its purpose • To develop the use of inverted commas when writing narrative pieces • To begin to develop a neat, cursive style • To spell some of the misconception words from the Y3-Y4 word list • To develop knowledge of spelling rules EG adding suffixes ed, ing, ful, less 	<p>MATHS</p> <ul style="list-style-type: none"> • Secure the 2,5 & 10 x tables • Learn 3, 4 & 8 x tables • Use these table facts to solve division and multiplication problems • Secure place value to 100 • Begin place value to 1000 • Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits • Compare and order numbers to 1000 • Know what each digit is worth in a 3 digit number • Count up and back in 50's • Add and subtract multiples of 100 • Develop written addition and subtraction methods when using 3 digit numbers • Solve problems in different contexts using addition and subtraction • Use commutativity to help calculations • Use Roman numerals up to XII; • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes. • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions 	<p>SCIENCE</p> <p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter • Recognise that rocks and soils can feel and look different. • Recognise that rocks and soils can be different in different places/environments. <p>Forces and Magnets</p> <ul style="list-style-type: none"> • Compare how some things move on different surfaces. • Notice that some forces need contact between two objects but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles (like and unlike poles). • Predict whether two magnets will attract or repel each other, depending on which poles are facing.

<p style="text-align: center;">PE</p> <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Develop flexibility & control in gym, dance & athletics • Compare performances to achieve personal bests 	<p style="text-align: center;">ICT</p> <ul style="list-style-type: none"> • Design & write programs to achieve specific goals, including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and present data appropriately 	<p style="text-align: center;">HISTORY</p> <ul style="list-style-type: none"> • Develop an idea of the chronology relating to the stone age and vocabulary associated with it • To understand that our knowledge of the past comes from using a range of different sources • Notice trends over time and be able to communicate them in different ways • Be able to compare the past with the present 	<p style="text-align: center;">GEOGRAPHY</p> <ul style="list-style-type: none"> • Locate the United Kingdom on a World Map. • Locate cities, rivers and landmarks on a map. • Learn to identify symbols to read maps. • Discuss the physical and human geography of the United Kingdom.
<p style="text-align: center;">ART</p> <ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Mix primary, secondary and tertiary colours and use these to create works inspired by famous artists • Learn about great artists, architects & designers • Develop water colour techniques such as wet on wet and wet on dry. • Use watercolour techniques to create landscape scenes 	<p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Use research & criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems including levers and pulleys in their own work 	<p style="text-align: center;">FRENCH</p> <ul style="list-style-type: none"> • Listen & engage • Ask & answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary 	<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs.
		<p style="text-align: center;">MUSIC</p> <ul style="list-style-type: none"> • Listen to and appraise a range of songs • Learn and/or build on knowledge and understanding about the interrelated dimensions of music • Perform the Songs 	